"Lighting the Path to Student Success"
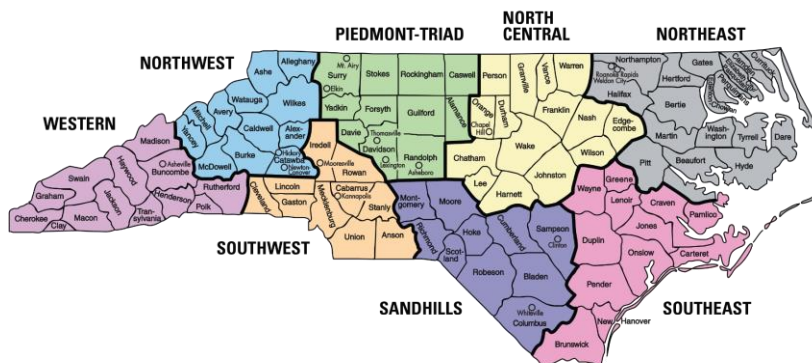
Alessandro Montanari - School Improvement Planning & NCSTAR

Chris Vecchione & Team - School Improvement Grants (PRC117)
Priority Funds (PRC105)
Title I, II, III, IV, RLSI, SRSA, & MEP Monitoring & Support

NCStar Usage

all state identified
low-performing schools (505)

all federally identified schools
priority (131) focus (135)

1,638 schools in 2017-2018

52 districts have district wide use

all low-performing schools receive
comments from NCDPI

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Districts Using NCStar Districtwide in 2017-18

- Anson
- Asheboro City
- Beaufort
- Bertie
- Bladen
- Burke
- Caldwell
- Carteret
- Caswell
- Catawba
- Chatham
- Columbus
- Craven
- Cumberland
- Currituck
- Davidson
- Durham
- Edenton-Chowan
- Elizabeth-City Pasquotank
- Granville
- Greene
- Guilford
- Halifax
- Hickory City
- Iredell-Statesville
- Jackson
- Kannapolis City
- Lenoir
- Lincoln
- McDowell
- Newton-Conover
- Northampton
- Orange
- Perquimans
- Randolph
- Richmond
- Robeson
- Rockingham
- Sampson
- Scotland
- Stanley
- Stokes
- Thomasville City
- Wayne
- Weldon City
- Whiteville City
- Wilkes
- Wilson
- Winston-Salem/Forsyth

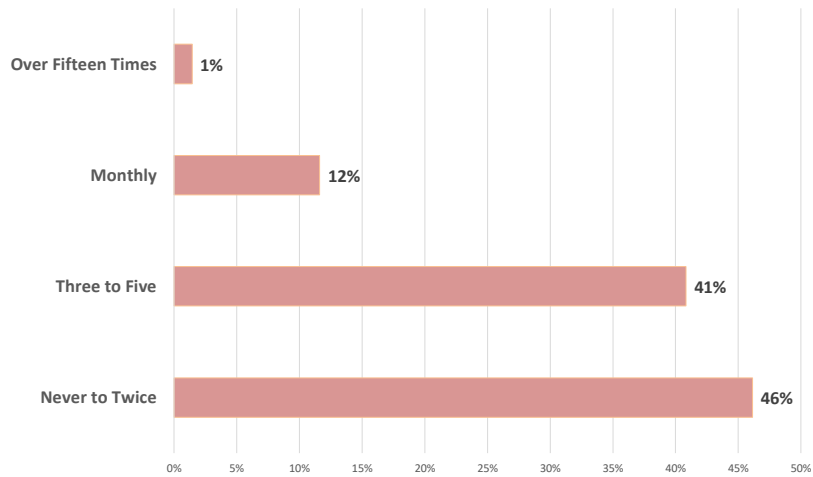Public Schools of North Carolina

Our NCStar Weebly

www.ncstar.weebly.com

Why NCStar?

2016 Survey: How often does your school revise or edit your school improvement plan during a school year

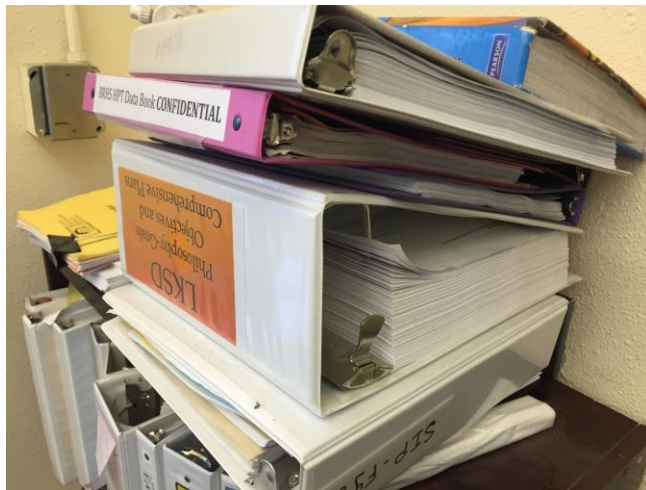**How Often Does Your School Revise/Edit The SIP During The Year**

- Over Fifteen Times — 1%
- Monthly — 12%
- Three to Five — 41%
- Never to Twice — 46%

(Chart x-axis: 0% 5% 10% 15% 20% 25% 30% 35% 40% 45% 50%)

Most SIP Plans……

4

NCStar — Lighting the Path to Student Success

NCStar® is a web-based tool that guides a district or school Leadership Team in charting its improvement and managing the continuous improvement process
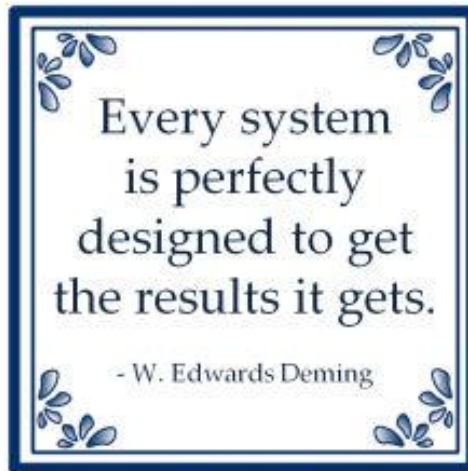

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"IT'S NEVER ABOUT PROGRAMS; IT IS ALWAYS ABOUT PEOPLE."

—TODD WHITAKER, WHAT GREAT PRINCIPALS DO DIFFERENTLY

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Every system
is perfectly
designed to get
the results it gets.

- W. Edwards Deming

NCStar Vocabulary

- **Indicator** – research based effective practice related to an area of school improvement.
- **Wise Ways** – research-based evidence and examples that help the SIT team assess each indicator.
- **Objective** – an indicator chosen to be included in the SIP. Once Indicator has been assessed, it is now called an objective through the school improvement process.
- **Actions** – an action step that is necessary in order to achieve the objective (formerly Tasks).
- **Process Manager** – the individual at a school that will assist the Principal in managing the school improvement process.

NEW District Planning Portal

- LEAs will have 27 District indicators to choose from.
- NCDPI is using 2017-2018 as a pilot year and did not select any KEY indicators for District plans.
- Process is identical to school side. LEAs will focus on the three stages of Assess-Create-Monitor with the indicators that they have chosen to work on.

Where it all began…

Academic Development Institute applied for a federal grant

- One of five national content centers (2005-2012)
- Center on Innovation & Improvement, administered by the Academic Development Institute
- Funded by U. S. Department of Education
- Purpose: Assist regional centers and State Education Agencies (SEAs) with:
  - Statewide systems of support
  - District and school improvement
  - Restructuring and turnaround
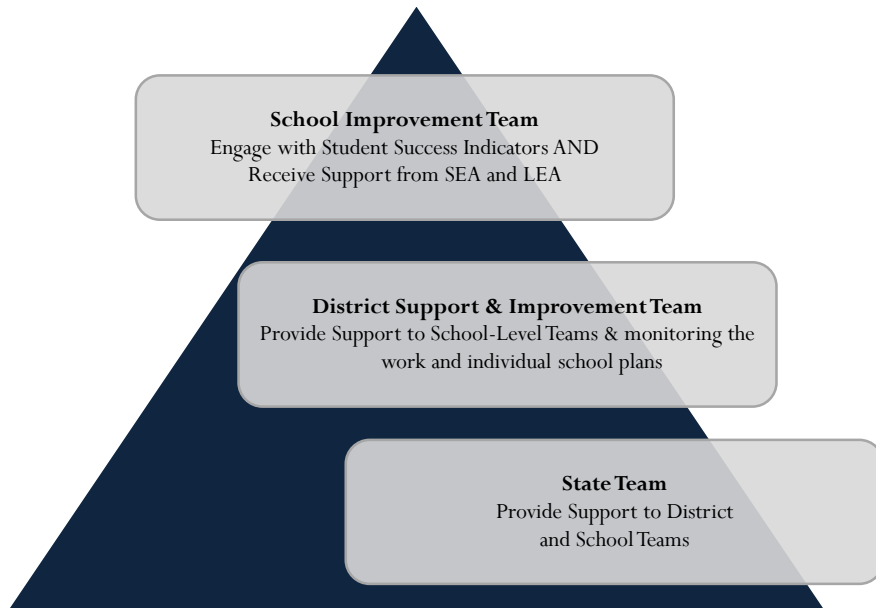 - Family and community engagement

The Indistar Network…

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PROS

✓ TEAMING process
✓ State accessibility to REAL TIME work
✓ SEA, LEA, and coaching support
✓ Electronic submissions
✓ Interactive, online coaching feature
✓ Indicators of effective practice
✓ Research support (Wise Ways and Indicators in Action)

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"IF YOU WANT TO GO FAST, GO ALONE. IF YOU WANT TO GO FAR, GO TOGETHER."
— AFRICAN PROVERB

EdUKaid

School Improvement Team
Engage with Student Success Indicators AND
Receive Support from SEA and LEA

District Support & Improvement Team
Provide Support to School-Level Teams & monitoring the
work and individual school plans

State Team
Provide Support to District
and School Teams
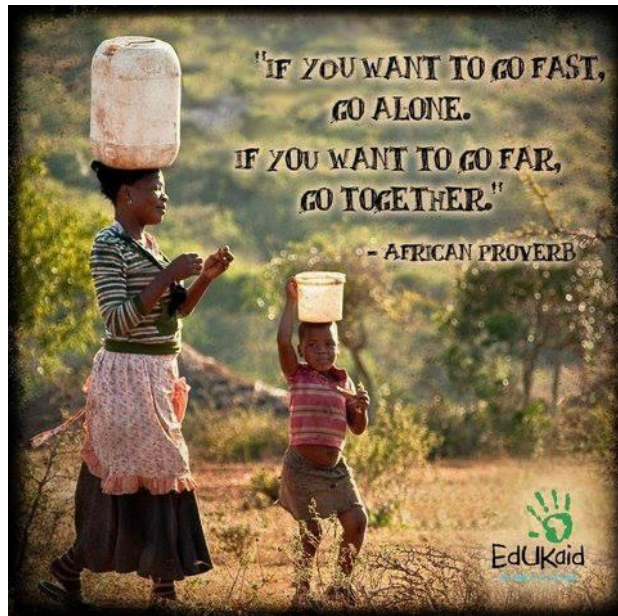
P.D.C.A. – Deming Cycle
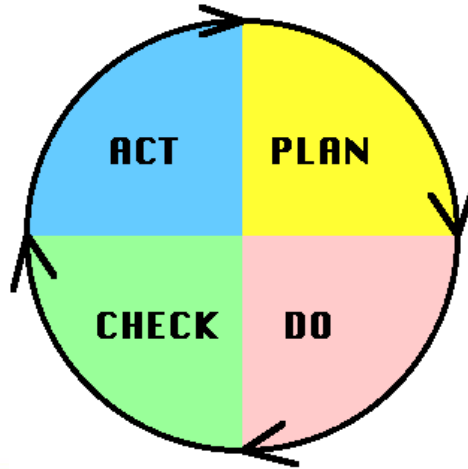
The NCStar Continuous Improvement Cycle

Assess
Team Assesses Indicators
Last Update: 11/10/2016
Progress: 21 of 105

Create
Team Creates & Revises Objective Plans
Last Update: 11/14/2016
Progress: 15 of 15

Monitor
Team Monitors Progress
Last Update: 11/10/2016
Progress: 6 of 15

Theory of Action
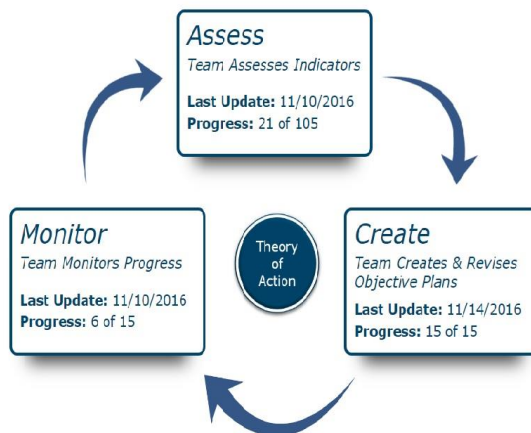
Who has access?

NCStar allows for 5 separate logins to each school

- ✓ District Support & Improvement Team (coaching comments)
- ✓ Principal / Process Manager (shared between the two people)
- ✓ Leadership Team (School Improvement Team members)
- ✓ NCDPI
- ✓ Guest (only allows for visibility)

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Structuring District Coaching on NCStar
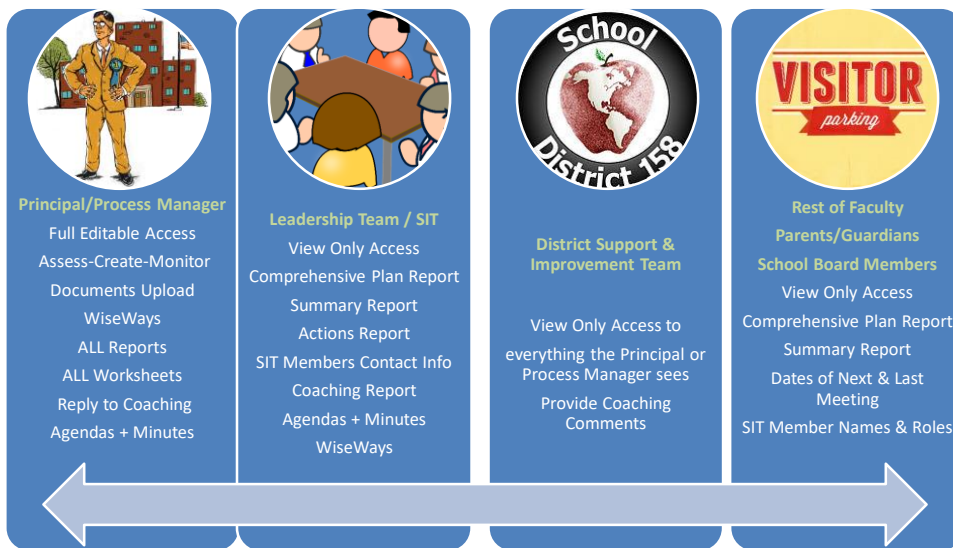
- Structure A – Shared Username/Password (Default Setting)
  - Everyone on a District Support & Improvement Team sees all schools and is able to coach all schools
  - 1 person (default is Superintendent) receives all reply emails from schools (new system allows the addition of a district process manager that will also receive emails) OR this can be changed to the entire District Support & Improvement Team receives all reply emails

- Structure B – Regional or School Level Teams
  - East/West/North/South Regional Teams – everyone in the team receives reply emails from that region
  - Elementary/Secondary Teams – everyone in the team receives reply emails from their designated schools
  - Elementary/Middle/High Teams – everyone in the team receives reply email from their designated schools

- Structure C – Individual Coach per school
  - A coach has one or a set of schools – coach receives emails from his/her schools

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Access Levels Recap

Principal/Process Manager
Full Editable Access
Assess-Create-Monitor
Documents Upload
WiseWays
ALL Reports
ALL Worksheets
Reply to Coaching
Agendas + Minutes

Leadership Team / SIT
View Only Access
Comprehensive Plan Report
Summary Report
Actions Report
SIT Members Contact Info
Coaching Report
Agendas + Minutes
WiseWays

District Support & Improvement Team

View Only Access to everything the Principal or Process Manager sees
Provide Coaching Comments

Rest of Faculty
Parents/Guardians
School Board Members
View Only Access
Comprehensive Plan Report
Summary Report
Dates of Next & Last Meeting
SIT Member Names & Roles

★ Home ★ About Us ★ Administration ★ Faculty/Staff ★ Students ★ Parents ★ Teachers ★ ____ ★

⭐ School Improvement Plan ⭐

School Improvement Plan for 2014-2015 is located in Indistar©.
This is a web-based tool that guides our school team in charting its improvement and managing the continuous improvement process.
(Username is guests7?⌐⌐, Password is guests7⌐⌐)

2015-2016 Executive Summary

School Improvement Team Members

Current School Improvement Team Minutes

School Improvement Team (SIT) Meeting Dates

School Improvement Plan Archives

NCStar is NOT

A traditional school improvement plan

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School Improvement of the PAST…

- Goal setting
  - Student outcome focused
  - Improving scores on standardized measures

- Review of plan
  - Stagnant
  - Compliance-based

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School Improvement of the PRESENT

Plan Development + Implementation

- Data-Driven Decisions

- Focus on Practice + Adult Actions

- Think Small

Plan Evaluation

- Occurs throughout the academic year ~ continuous process

- Progress captured and new objectives set

- School Improvement coaching supports from the district

School Team Meetings
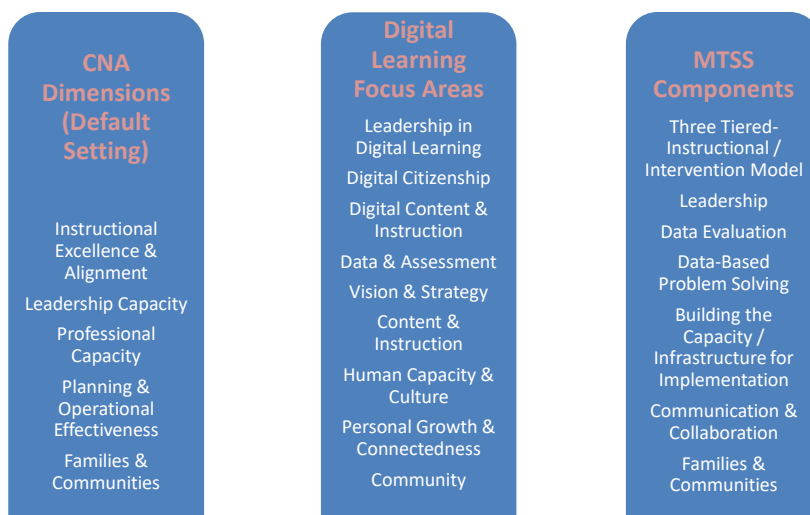
NCStar users are required to have 2 meetings per month:
- ✓ Meeting #1 is the School Improvement Team
- ✓ Meeting #2 may be flexible in function (could be MTSS Team)

Alignment of the 125 Indicators
or "Research-Based Effective Practices"

CNA Dimensions (Default Setting)	Digital Learning Focus Areas	MTSS Components
	Leadership in Digital Learning	Three Tiered-Instructional / Intervention Model
	Digital Citizenship	Leadership
Instructional Excellence & Alignment	Digital Content & Instruction	Data Evaluation
Leadership Capacity	Data & Assessment	Data-Based Problem Solving
Professional Capacity	Vision & Strategy	Building the Capacity / Infrastructure for Implementation
Planning & Operational Effectiveness	Content & Instruction	
	Human Capacity & Culture	Communication & Collaboration
Families & Communities	Personal Growth & Connectedness	Families & Communities
	Community	

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The 12 Key NCStar Indicators

- *ALL teachers employ **effective classroom management** and reinforce classroom rules and procedures by **positively teaching** them (A1.07)*
- *Instructional Teams develop **standards-aligned units of instruction** for each subject and grade level (A2.04)*
- *The school implements a **tiered instructional system** that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers (A4.01)*
- ***ALL teachers are attentive to students' emotional states,** guide students in managing their emotions, and arrange for supports and interventions. (A4.06)*
- *The school develops and implements **consistent, intentional, and on-going plans to support student transitions** for grade-to-grade and level-to-level. (A4.16)*
- *The LEA has an **LEA Support & Improvement Team** (B1.01)*
- *A **Leadership Team** consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (**at least twice a month**) to review implementation of effective practices. (B1.03)*
- *The school has established **a team structure among teachers** with specific duties and time for instructional planning. (B2.03)*
- *The principal **monitors curriculum and classroom instruction** regularly and provides timely, **clear, constructive feedback** to teachers. (B3.03)*
- *The LEA/School regularly looks at school performance data and aggregated classroom observation data and **uses that data to make decisions** about school improvement and professional development needs. (C2.01)*
- *The LEA/School has established a system of **procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.** (C3.04)*
- *The school regularly communicates with parents/guardians about its expectations of them and the importance of the **curriculum of the home** (what parents can do at home to support their children's learning). (E1.06)*

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NCDPI's Framework for Action (2005-2014): Best Practices for Effective Schools

- Develop goals and priorities with an effective plan for implementation

- Use data to drive decisions

- Recruit, train, and retain high quality staff

- Implement quality PLCs

- Implement strategies for ensuring ALL students are learning

- Implement a strategic literacy plan

- Maintain student engagement and assist students with transitions

- Re-evaluate practices and procedures impact on learning

- Engage the community in partnerships to support high quality education for ALL students

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Results

- Of the 44 Original Low Performing High Schools identified by Judge Manning in 2004 all had increased their graduation rates and only **5** were identified as Low Performing in 2014 even after 10 years (based on the 2013-14 accountability data)

- During Race To The Top (2010-2015), NCDPI worked on transforming the bottom 5% of elementary, middle, and high schools (118 schools). Of those, only <u>15</u> are still in the bottom 5% according to 2016-17 data.

cc: horizontal.integration - https://www.flickr.com/photos/97633130@N00

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An Improvement Team should ask themselves:

1 • What is the straight-forward, literal meaning and intent of the indicator?

2 • How would we know the extent to which the indicator is implemented?

3 • What data must be analyzed to determine the level of implementation?

4 • What instruments must be created to gather the data?

5 • Who will make the data available?

6 • What does it look like now?

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Indistar "Practice/Discovery" Site:

1.) Go to www.Indistar.org

2.) Username: ncschool

3.) Password: ncschool

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Roadblocks to School Improvement

❖ A Desire to Please

❖ Personal Comfort

❖ Fear of the Unknown

❖ Passive Culture – No Sense of Urgency

❖ Waiting for the Right Moment

❖ School is Too Close to Home

Modified from Jennifer Abrams' *Having Hard Conversations*
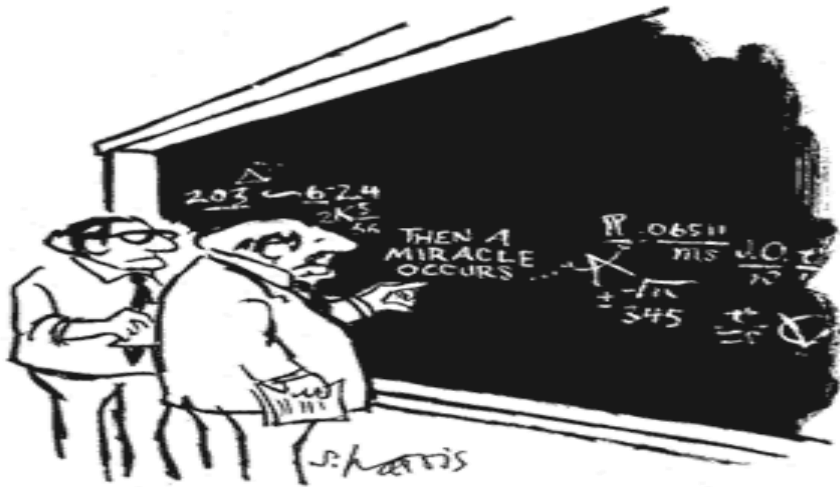
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http://linoit.com/users/amontanari/canvases/Coach

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"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."

The need for Leadership Coaching

What percentage of new principals are still at their school after 3 years?

About half of new principals leave their schools within 3 years.

What percentage of funding for training programs goes to principal development?

Of the approximately $1 billion provided annually to districts for training programs, only 9% of funds go toward supporting principals, whereas 91% is used for teachers.

School Leaders Network. (2014). *CHURN: The high cost of principal turnover.* Retrieved from http://connectleadsucceed.org/sites/default/files/principal_turnover_cost.pdf

SAMPLE COACHING COMMENTS

✓ Indicator A1.05 – I like that you have included this objective even after marking B2.03 (team structures) as fully implemented. This shows me that the school improvement team agrees that structures are in place at ----- but probably the time during that structure is not being used as efficiently as possible by those teams. I would again increase accountability by creating grade level actions that will allow you to monitor the use of data in these teams

✓ Indicator B3.01 – How will the extended learning time happen during the school day? In other words, try to upload some evidence that shows this increase in time. Great job focusing on EVAAS data as the setting up for the extended learning time. What will you use to monitor the time's effectiveness throughout the year?

✓ Regarding your "School Team" – I noticed that you had two parent reps which is great. Make sure you have provided the parent reps with the Leadership Team login information. Additionally, you might want to add one or two District people to the team so that they can be found in the drop down menus when assigning tasks, objectives, etc.

✓ Key Indicator E1.06 –Parental engagement/participation will always be difficult, however, how can ---- do more to make curriculum information available at home? Think of action steps that can keep parents/guardians informed and also provide good parental practices. If teacher's have their own websites, they can mention specific homework, reading, or enrichment strategies. How will the school reach parents/guardians that never come to the school but are trying at home to help their children succeed?

T.A.G. Method for Coaching / Consulting

Tell the school or district something you liked

Ask the school or district at least one question

Give the school or district at least one suggestion

"A coach is not necessarily an expert who trains others in a way of doing something; a coach helps build the capacity of others by facilitating their learning."

ELENA AGUILAR

The *Art* of Coaching

Effective Strategies for
School Transformation
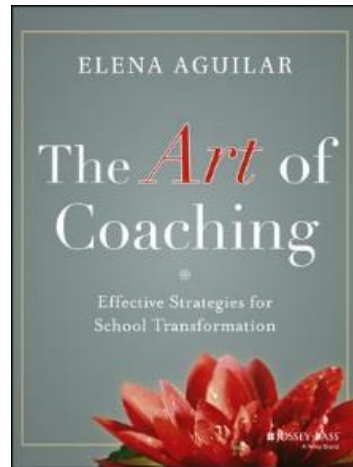
"Coach" sees a team as learners (relationship becomes one of support and mutual respect)

"Coach" sees a team as broken or in need of fixing (relationship becomes defensive and not collaborative)

Role of an NCStar Coach

❑ Support the team in the process of assessing indicators, creating the plan, & monitoring the plan

❑ Help the school understand the indicators (use WiseWays as needed)

❑ Offer reminders and suggestions

❑ Assure a 'culture of candor' exists during SIT meetings

❑ Advise and guide the collection of missing data

❑ Celebrate achievements

❑ Challenge schools to do better (even great schools have areas of improvement)

❑ Provide SIT members resources that will lead to action completion

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Completing Your Comprehensive Plan

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Conduct a Needs Assessment

DIMENSION B: Leadership Capacity
B2. Distributed Leadership and Collaboration

Guiding Questions

- How are the different roles and responsibilities of the school staff delineated and maintained?
- What processes are implemented that encourage collaboration between the administration and faculty?
- In what ways is leadership developed and distributed in the school?
- How does school leadership foster an atmosphere of trust and mutual respect within the school?
- What strategies are in place to build a sense of efficacy, empowerment, and collaboration among all staff to develop the ability to meet educational challenges?

RUBRIC

Leading=4	Embedded=3	Emerging=2	Lacking=1	Rubric Scores
School administration provides a well-defined process for shared leadership among all staff for monitoring student achievement and aligning strategies and activities to meet student needs.	School administration monitors student achievement data along with selected school leadership and uses results to revise school strategies and initiatives.	School administration monitors student achievement results with limited shared responsibility for staff.	School administration has no clearly defined process for monitoring student achievement data.	
School administration has well- established, effective, ongoing processes for collaboration with the faculty.	School administration has regular processes for collaboration with the faculty.	**School administration has some processes for collaboration with the faculty.**	**School administration has few processes for collaboration.**	
The development and distribution of leadership is clearly understood, equitable, and transparent.	The development and distribution of leadership is mostly understood, equitable, and transparent.	The development and distribution of leadership is somewhat understood, equitable, and transparent.	The development and distribution of leadership at the school is unclear.	
School administration frequently models expectations set for staff and students.	**School administration regularly models expectations set for staff and students.**	**School administration occasionally models expectations set for staff and students.**	**School administration does not model expectations set for staff and students.**	
There is a well-developed and implemented plan to build a sense of efficacy, empowerment, and collaboration among staff.	There is a plan to build a sense of efficacy, empowerment, and collaboration for most staff.	There is a plan to build a sense of efficacy, empowerment, and collaboration for a limited number of staff.	There is no defined plan to encourage collaboration or to empower staff.	
			B2 Total	
		B2 % =	(B2 Total/20) x 100	

Create Your Goals for the Year

- Create your goals in the "Set Direction" section of NCStar
  - These will be placed at the top of your school's Plan
- Use data analysis from Needs Assessment (look at trends)
- Write goals as SMART goals
  - Specific
  - Measurable
  - Attainable
  - Relevant
  - Timely
- Connect the goals to specific Indicators

Selecting Your School's Indicators

✓ Select and Assess the 12 Key Indicators
✓ Develop a realistic timeline for implementing the 12 Key Indicators
✓ Look for additional indicators that might be "quick wins" or "stepping stones" on your way to achieving Full Implementation with the 12 Key Indicators

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Connecting your Goals with Indicators

By June 2018, as measured by our performance composite scores, ABC School will increase our school performance grade score by 5% from 40 to 42. (A1.07; A2.05; A2.07; A4.01)

Indicator Alignment

- **A1.07**: ALL teachers employ effective classroom management and reinforce classroom procedures by positively teaching them
- **A2.07:** ALL teachers include vocabulary development as learning objectives
- **A2.05:** ALL teachers develop weekly lesson plans based on aligned units of instruction
- **A4.01**: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

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"Begin With The End In Mind"

By June 2018, as measured by our performance composite scores, ABC School will increase our school performance grade score by 5% from 40 to 42. (A1.07; A4.01; A2.05; A2.07)

A2.05 - How It Will Look When Fully Met

100% of our teachers will develop weekly lesson plans that are aligned to standards and include challenging learning activities for all students. A standard template for all teachers in the school will be created to ensure quality and uniformity across all grades. Teachers will organize learning activities that target instruction to each student's level of mastery. Administration will receive lesson plans and provide feedback within a week.

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Thinking About Action Steps

Develop

Communicate

Support Implementation

Monitor Impact

Sustain Practice

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Thinking About Action Steps

1. Develop – What do you need to create to help you achieve this goal? This could be a document, a survey, a form, professional development, etc.

- *Create professional development on effective lesson planning and personalized learning.*
- *Develop template that will be used across all grade levels and subjects at school for lesson planning.*

Thinking About Action Steps

2. Communicate - How will you communicate what you have developed to your staff? Will you hold a staff meeting, send an email, meet during team/grade level meetings or PLCs, etc.?

- *Deliver professional development to the whole staff on newly developed lesson plan template and its critical components.*

Thinking About Action Steps

3. Support Implementation – What will you do to support implementation of a best practice or behavior?

- *During grade level/team meetings immediately after the professional development, instructional coaches will work with teachers on creating team lesson plans following the new template.*

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Thinking About Action Steps

4. Monitor Impact – How will you monitor the work?

- *Administrative team will create detailed lesson plan review process that will allow teachers to have feedback within a week of submission.*
- *Leadership will check lesson plans for evidence of learning activities personalized to student needs.*
- *Leadership will conduct specific walkthroughs that monitor instructions fidelity to plan.*

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Thinking About Action Steps

5. Sustain Practice – How will you sustain best practices after you have achieved your goals?

- *Provide a refresher course at the beginning of the year for returning teachers and/or teachers new to the school*

Reminders…

- Use your data to help create your goals in the *Set Direction* section of NCStar
- Tie your goals to specific Indicators
    - ~ A goal can be linked to multiple Indicators
    - ~ An Indicator can be linked to multiple goals
- Plan for multiple years
- Make sure action steps fully address your "How it will look when fully met" box
- When all action steps have been marked as complete, you will be asked to document how you will sustain implementation of the Indicator as a whole

When is an Indicator at Full Implementation?

- All action steps for the Indicator are marked as complete, *and*

- The School Improvement Team establishes that the school is consistently doing what is in the "How it will look when fully met box," *and*

- Data supports reaching, or positive movement towards reaching, outcomes of a goal connected to the Indicator, *and*

- Evidence of implementation is uploaded/linked into Document Upload

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When is an Indicator *Not* at Full Implementation?

If…
- Action steps have been completed but the school is not consistently doing what is in the "How it will look when fully met box"

And/Or…
- The school is not meeting outcomes set in a goal connected to an Indicator

Then…
- Revisit the Success Cycle: Assess, Create, and Monitor, revising or adding additional action steps as needed.

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Feedback at:
bit.ly/NCStarSpring2018

Thank you!

Alessandro.Montanari@DPI.NC.GOV

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